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ABSTRACT

To determine the effect of student teaching programs upon cooperating public schools, a questionnaire survey was conducted of all student teachers in Michigan (fall 1969) and all their supervising teachers and building principals. Responses to the three separate 80-item instruments were received from 4,397 supervisors, 4,483 student teachers, and 1,001 principals. General findings include these: Student teachers make possible significantly more individual contact with pupils by both supervisors and student teachers. Positive effects on specific instructional activities often include more small group instruction, better provisions for make-up work and exam follow-up, better supervision of study periods, playgrounds, and hallways. Negative effects or no effect were more common on amount of material covered, discipline, and motivation of pupils. A high majority of supervisors were thought by themselves and their principals to be more effective teachers as a result of contact with student teachers, who bring new ideas, materials and teaching aides. Supervisors' total workload (timewise) is not greatly affected by student teachers. Relieved of approximately 40 percent of classroom teaching responsibilities, supervisors most often engaged in increased professional reading and writing, work with other staff members or principal, increased committee work, and research activities. A student teaching program was endorsed by all three groups. (All questionnaire items and percentage responses are included.) (JS)

EDO 45559

STUDENT TEACHING PROGRAMS:

QUESTIONS AND ANSWERS

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SP004439

Deans and Directors of Teacher Education in Michigan

ED0 45559

THE IMPACT OF STUDENT TEACHING PROGRAMS UPON THE COOPERATING PUBLIC SCHOOLS IN MICHIGAN

A Survey of Opinions
of
Supervising Teachers, Student Teachers and School Administrators

Conducted by
Deans and Directors of Teacher Education
in Michigan

June 1970

FOREWORD

For the first half of this century, teacher preparation institutions depended largely upon campus laboratory schools to provide opportunities for future teachers to work directly with children. Following World War II, the rapidly rising birth rate increased the need for teachers and caused teacher education programs to expand rapidly. Campus laboratory schools were no longer able to provide opportunities for the larger numbers of prospective teachers to work with children as a part of their pre-service preparation; thus teacher-education institutions were forced to seek stations for student teachers in public schools away from college campuses.

During the last two decades the student teaching portion of teacher education programs has moved almost entirely to public school settings. Not only has this provided for the increased numbers but it has offered a much more realistic experience for students than did the often atypical student body and the artificial social setting of the private laboratory schools.

The move of student teaching from campus to public schools was done with the assumption that both could profit from the relationship. However, over the years little attention has been given to measuring the effect on the school in which students are placed. Consequently, questions have arisen as to the nature and extent of the benefits accruing to each of the partners.

At a meeting of the Council of State College Presidents of Michigan in December of 1968 when student teaching was under review, the question was asked, "What is the impact of a student teaching program upon the public school cooperating in such a venture?"

Since hard data were not available to answer this question, the investigation commonly referred to as the Student Teaching Impact Study was born.

The assignment to conduct such a study was given to the Deans and Directors of Teacher Education Programs group which had been meeting regularly in Michigan for the past four years. More than 10,000 teachers, student teachers, and school administrators were involved in what is probably the most comprehensive study of student teaching ever conducted in this country. It is a pleasure to present the results in this report to the Council.

It is recognized the information gathered in this study represents the responses of supervising teachers, principals, and student teachers who worked together during the fall quarter or semester of 1969. The study was designed in this manner because it was believed the information sought could only be supplied by those most directly connected with the student teaching program. The attitudes of other teachers in the building toward a student teaching program would be an interesting subject for further study.

Special recognition should be given to Dr. W. Henry Kennedy, of Michigan State University, who served as chairman of the study committee and provided the leadership necessary to successfully complete the investigation.

Leland W. Dean
Director, School of Teacher Education
Michigan State University
Past Chairman of Deans & Directors Group

STUDENT TEACHING IMPACT STUDY

The Presidents of state-supported baccalaureate institutions in Michigan last year requested their Deans of Education and Directors of Student Teaching to determine the effect of student teaching programs upon cooperating public schools. The committee established to initiate and conduct such a study was made up of Dr. Malcolm A. Lowther, Chairman of the School of Education Undergraduate Committee, University of Michigan; Dr. Alan F. Quick, Director of Student Teaching, Central Michigan University; and Dr. W. Henry Kennedy, Director of Student Teaching, Michigan State University, *Chairman.*

Educational researchers from the three institutions were involved by the committee in the planning of the study, and the research consultation service of the Michigan State University College of Education was used extensively in the design of the study and development of the survey instruments. Among the factors given special attention was the need for complete objectivity in the instruments used for data gathering.

In the winter of 1969, instruments were developed and reviewed by the parent group, student teaching faculties of the various institutions, and members of the profession. During the spring term of 1969, eight institutions participated in a pilot study to test the instruments and procedures. They were then refined, limitations were corrected, and procedures sharpened.

At several stages during the development of the pilot study, as well as in the preparation of the final version of the instruments, Michigan Education Association officials and the committee on teaching from the Detroit Federation of Teachers were involved and appraised of the progress. Each of these groups provided suggestions and both groups made contributions to the items in the instruments.

Methods and Procedures

Population

Since the distribution of student teachers in Michigan represents such a wide range of subject areas and grade levels, institutional programs, geographic areas in the state, socio-economic differences, and varying lengths of experiences, the judgment of the research consultants was that drawing a stratified random sample of the population would be extremely difficult. Thus, the decision was made to survey the entire population of student teachers assigned for student teaching by Michigan institutions during the fall quarter or semester of 1969, all the supervising teachers working with these student teachers, and all the building principals in which student teachers were assigned. A total of 4,397 supervising teachers, 4,483 student teachers, and 1,001 principals responded to the survey.

Instrumentation

Separate instruments were developed for supervising teachers, student teachers, and administrators. The supervising teacher and student teacher versions were printed in parallel form except as they reflected a viewpoint from the two different positions.

Although anonymity of respondents was assured, a system was developed to match the supervising teacher-student teacher pairs to make possible the eventual statistical analysis of the data. It is intended that, subsequent to the publication of this report, appropriate correlation techniques will be employed in conducting a comprehensive analysis of the data collected.

The administrator version of the instrument was in some respects similar to the supervising teacher and student teacher instruments to make possible the comparison of the three groups on some items.

SUMMARY OF FINDINGS

Effect on the Instructional Program in the School

The first responsibility of the public schools is to the development of children enrolled there, not to serve as a training facility for prospective teachers. It is important then to learn how student teachers in a school affect the instructional program offered. One measure of this effect is the extent to which the individual attention given to pupils in the classroom was altered.

It appears evident that student teachers make possible significantly more individual contact with youngsters in the classroom by both the supervisor and the student teacher. Ninety-four percent of the supervising teachers reported increased individual attention to pupils through the student teacher. In addition, more than half of the supervisors said they themselves were able to devote more time to individual students because of the presence of a student teacher.

Pupils also received more individual help and counseling outside of class than when student teachers were not present, according to 38 percent of the supervising teachers. Only five percent reported less individual attention than usual. When questioned as to whether conferring and planning with the student teacher took time that might have been devoted to the pupils in the classroom, approximately one in four of the supervising teachers reported that it frequently (4%) or sometimes (21%) did. The others reported these activities seldom or never detracted from their time with pupils. About the same percentages estimated that re-teaching was sometimes necessary after the student teacher taught.

As reported by teachers, the effect of student teachers on specific instructional activities indicates that more small group instruction was provided in 54 percent of the cases, less in five percent of the cases; the provision for make-up work was better in 44 percent of the cases, poorer in three percent; exams were followed-up better in 35 percent of the cases, poorer in less than four percent of the cases. Study periods were better supervised in 30 percent of the cases, less well supervised in about five percent of the cases; playgrounds and hallways were better supervised according to 24 percent of the respondents, less well supervised according to four percent; the amount of material covered in the class was greater as reported by 28 percent of the supervising teachers, was less as reported by about 24 percent. Twenty-eight percent of the teachers reported more material cov-

ered, 24 percent estimated they had covered less; discipline was thought to be better in ten percent of the cases and poorer in 43 percent of the classrooms; motivation of pupils was reported to be improved in 34 percent of the cases and poorer by 22 percent of the supervisors. All the other respondents on each question reported either that these activities were unaffected by the presence of student teachers or that the particular item did not apply to their situation. (See Table I)

TABLE I
EFFECT OF STUDENT TEACHERS ON INSTRUCTIONAL ACTIVITIES
AS REPORTED BY SUPERVISING TEACHERS

ACTIVITY	POSITIVE	NEUTRAL	NEGATIVE
Small group instruction	54.0%	40.2%	4.5%
Make-up work	43.8	51.1	2.9
Exam follow-up	25.1	56.4	3.8
Tutoring	70.9	23.4	4.0
Study period supervision	30.6	34.9	5.4
Playground, hallway supervision	23.8	39.4	4.0
Amount of material covered	28.0	46.8	23.6
Discipline	9.9	45.3	43.3
Motivation of pupils	34.4	41.9	21.7

Although it is clear that parents and pupils sometimes react negatively to student teachers, the results of this study show that the negative reactions come from a minority of the clients of the school. Fewer than five percent of the pupils and less than ten percent of the parents were reported by principals to react negatively to the presence of student teachers. On the other hand, the principals reported that pupils (73%) and parents (46%) react positively to the presence of student teachers. The remainder in each case were reported to be neutral about their presence in the school.

The principals of cooperating schools have a high regard for those serving as supervising teachers since more than 85 percent reported these teachers to be above average for their staff. In fact, 45 percent of the principals reported supervising teachers to be among their most outstanding staff members. Only one-tenth of one percent regarded them to be below average.

Despite the fact that supervising teachers are already held in such high regard by building principals, the findings from the study indicate that working with student teachers caused these faculty members to become still more effective. When asked the question of how working with student teachers had affected the performance of their teachers, 87 percent of the principals reported it made them more effective teachers. Among the supervisors themselves, 78 percent felt they became more effective teachers because of their contacts with student teachers.

About three-fourths of the principals and a similar proportion of the supervising teachers reported that student teachers bring to the school new ideas, materials, and teaching aids. Evidently these ideas are welcomed and contribute to the instructional program since 71 percent of the teachers and nearly 90 percent of the principals reported that the teachers use these materials, ideas, and instructional aids.

Workload of Teacher

Teachers normally work on their job both at the school and at home. The study attempted to find out how the length of the work day of the teacher at school was affected and also what happened to the job-related teacher was affected by the presence of a student teacher. Teachers themselves were asked to estimate the number of hours spent at school and in job-related activities away from school as a result of having a student teacher working with them. Seventy percent of them estimated the length of their work day at school was unaffected or actually reduced. The other 30 percent felt their time spent at school was increased from one to six or more hours per week because of a student teacher.

Approximately 23 percent of the teacher respondents reported an increase in their job-related activities performed at home. The other 77 percent indicated they felt the student teacher had no effect or actually reduced their time spent on job-related activities outside of regular school hours. (See Table II)

TABLE II
CHANGES IN WORKLOAD WHEN STUDENT TEACHER IS PRESENT
AS REPORTED BY SUPERVISING TEACHERS

	HOURS PER WEEK SPENT BY SUPERVISOR AT SCHOOL	HOURS PER WEEK SPENT BY SUPERVISOR ON JOB-RELATED ACTIVITIES AWAY FROM SCHOOL
Added 6 hours or more	1.7%	1.8%
Added 3 to 6 hours	6.0	4.2
Added 1 to 3 hours	13.7	9.9
Added up to 1 extra hour	6.3	6.7
Had no effect	63.5	56.2
Reduced by up to 1 hour	3.1	4.7
Reduced by 1 to 3 hours	3.2	10.0
Reduced by 3 to 6 hours	.8	3.7
Reduced by 6 hours or more	.1	.9

Another important measure of how the student teacher affected the workload of a supervising teacher is the determination of how much the actual teaching done by the supervising teacher was altered. Teachers estimate that student teachers taught their classes an average of approximately ten hours per week. If the teacher's normal teaching load is about 25 hours of teaching per week, this would indicate that the student teacher relieved the regular teacher of approximately 40 percent of his classroom teaching responsibilities.

Teachers were also asked how many hours per week, on the average, they were able to be away from the classroom while a student teacher was teaching their assigned classes. The largest number, 46 percent, indicated they averaged from one to five hours per week away from the classroom. Another 40 percent estimated they were absent from six to more than twenty hours per week. (See Table III)

TABLE III
EFFECT OF PRESENCE OF STUDENT TEACHER ON THE CLASSROOM TEACHING LOAD OF SUPERVISING TEACHER

	Hours Per Week Student Teacher Taught Classes Assigned To Supervisor As Reported By:		Hours Per Week Teacher Able To Be Away From Classroom While Student Teacher Taught As Reported By:	
	Supervising Teachers	Administrators	Supervising Teachers	Administrators
Less than 1 hour	.7%	.9%	12.8%	10.%
1 to 5 hours	13.7	18.8	45.6	50.0
6 to 10 hours	31.9	35.7	26.5	23.5
11 to 15 hours	30.5	26.6	9.3	9.2
16 to 20 hours	14.9	12.4	2.7	3.0
More than 20 hours	6.5	3.4	1.2	1.0

Five activities were indicated by teachers as those which they engaged in most often during the time the student teacher was filling in for them in their classroom. Approximately three-quarters said they were able to engage in increased professional reading and writing during this released time; almost as many indicated they used the extra time to work with other staff members. Assisting the principal or other teachers was referred to by approximately two-thirds of the teachers as a way they used some of this extra time. More than half indicated that the time was used to increase the committee work they did in the school with the pupils and/or staff. Seventy percent said they engaged in more research activities during their released time.

Almost half ot the teachers indicated that student teachers enabled them to be absent from their classroom for purposes other than student teaching business sometime during the term. About 30 percent of them reported having one or more days away from the classroom which would ordinarily not have been available to them.

Other teachers in the building who were not directly assigned to a student teacher also benefitted occasionally from the student teacher's presence. Supervising teachers estimated that about one of five of their student teachers occasionally replaced other teachers in the building enabling those teachers to be away from their class. (See Table IV)

TABLE IV
DAYS STUDENT TEACHERS HANDLED CLASSES WHILE REGULAR TEACHERS WERE ABSENT FOR REASONS OTHER THAN STUDENT TEACHING BUSINESS

	For Supervising Teacher As Reported By:		For Other Teachers As Reported By:	
	Student Teacher	Supervising Teacher	Student Teacher	Supervising Teacher
None	39.6%	52.4%	72.8%	77.2%
One or less days	10.5	14.1	14.6	12.0
1 to 3 days	34.3	24.6	8.0	6.9
4 to 7 days	9.8	5.5	1.9	1.1
8 to 10 days	1.6	.9	.6	.3
More than 10 days	2.5	.8	.7	.6

Teachers reported the time spent on certain school activities were changed quite markedly because of the presence of a student teacher. Almost two-thirds of them reported a reduction in time spent on paper grading, a reduction in teaching and an increase in help to individual students. Lesson-planning responsibilities were estimated to be increased by 28.4 percent of the supervisors and reduced by another 37.4 percent of them. (See Table V)

TABLE V

CHANGES IN TIME SPENT ON SCHOOL ACTIVITIES BECAUSE OF THE PRESENCE OF A STUDENT TEACHER AS REPORTED BY SUPERVISING TEACHERS

ACTIVITY	INCREASED	NO CHANGE	REDUCED
Teaching	9.5%	15.6%	73.6%
Lesson Planning	28.4	32.7	37.4
Paper Grading	7.1	24.1	65.8
Help to Individual Pupils	60.7	25.4	12.2

Other Evaluative Criteria

It was noteworthy that when asked if they would be willing to accept another student teacher with similar credentials from the same institution under the same general circumstances another time, 86 percent of the supervising teachers said they would accept. Actually, 45 percent indicated that they would accept with enthusiasm.

A student teaching program in the school was strongly endorsed by both teachers and administrators who were working with student teachers when the study was made. Only four-tenths of one percent of the teachers indicated their belief that their school should resist having student teachers, and not one teacher from among the approximately 4,500 involved with student teachers said that their school should refuse to have student teachers.

When asked why a student teacher was assigned to them, more than half of the supervising teachers replied that they volunteered because they felt a professional obligation to help prepare future teachers. Another 11 percent said they volunteered because they thought a student teacher would be helpful to them in performing their school duties. Almost a third of them indicated that they did not volunteer but that they were requested by an administrator to take a student teacher, but only one percent indicated that they volunteered only because they felt pressure from an administrator to do so. Only one-tenth of one percent of the teachers involved in the study said that they were forced to work with a student teacher against their will.

Supervising teachers generally thought highly of the students with whom they worked since three out of four indicated they would like to have their student teach in their building or system next year.

Students, too, were generally happy with their assignment in student teaching. When asked what recommendation they would make to their friends about accepting a teaching assignment at the same school with the same supervising teacher, 60 percent indicated that they would recommend acceptance of the assignment. Nine percent said they would recommend that a different assignment be sought or that the one they had should be rejected entirely.

The generally fine treatment of the student teachers by the supervising teachers and other school personnel was indicated when students were asked how helpful the school personnel had been on matters not related to student teaching directly. Three out of four of the students indicated the teachers had helped when asked or even gone out of their way to be helpful. Less than 4 percent were unhappy with the helpfulness displayed by the school personnel.

Sixty percent of the students indicated they would accept a teaching position if offered for next year in the building or system in which they did their student teaching. Only five percent said they would not accept a job there for professional reasons.

CONCLUSION

Copies of the questionnaires used in the study are included in this report. The figures shown beside each possible answer to the questions indicates the percentage of respondents choosing this answer. Errors and omitted answers occasionally cause the percentages for each question to total less than 100.

STUDY OF STUDENT TEACHING IN MICHIGAN

This study is being conducted at the request of the Council of State College Presidents for the purpose of analyzing the effect of student teaching programs on the schools of Michigan. The study is being conducted by all the teacher preparation institutions in Michigan and will involve all student teachers, supervising teachers, and building principals working with student teachers during the fall quarter or semester of 1969.

The instruments were developed with guidance from the research departments of three Michigan institutions, and have been reviewed by Michigan Education Association officials, and the Student Teaching Committee of the Detroit Federation of Teachers. Both groups have made contributions to the items in the instrument and have expressed interest in the findings.

It is expected that the results of this study will be given wide distribution and no doubt will provide a basis for the improvement of student teaching and teacher education programs in Michigan over the next decade.

DIRECTIONS TO RESPONDENTS

1. Use the IBM answer sheet provided. The pre-coding in the upper right block in the answer sheet identifies the teacher education institution and the instrument number for purposes of statistical analysis. There will be no way for your specific answer sheet to be identified once you turn it in. The responses will be machine scored and tabulated on Michigan State University equipment. Since your responses will be combined with those from other institutions it is essential that all respondents use the same procedure.

2. Use the scoring pencil provided and mark the spaces to indicate your answer to each item. Blacken the space completely. Be careful not to put any other marks on the answer sheet.

3. Mark no more than one answer for each item. Please answer every item unless instructed otherwise on the instrument.

4. In the instrument "University" means either "college" or "university" as appropriate. "Supervising teacher" also means "cooperating teacher," "sponsoring teacher," or "critic teacher." Student teacher also means "associate teacher."

STUDENT TEACHER QUESTIONNAIRE

1. Which of the following are you now?

66.9 1. A single student teacher
31.8 2. A married student teacher
.2 3. A supervising (cooperating, sponsoring) teacher
– 4. A supervising teacher but with a part-time administrative assignment in addition to teaching
– 5. A school administrator

2. What is your sex?

27.1 1. Male 71.9 2. Female

3. Which statement below best describes the community in which you are doing student teaching?

20.2 1. Large central city (e.g., Detroit, Grand Rapids)
22.7 2. Large suburban community (e.g., Livonia, Flint Carmen)
11.8 3. Small suburban community (e.g., Okemos, Essexville)
17.7 4. Medium sized city (e.g., Battle Creek, Kalamazoo)
26.4 5. Small city or rural area (e.g., Niles, Ithaca)

4. What was your status as a student in your college or university when you began this student teaching assignment (contact)?

3.1 1. Had junior standing
88.2 2. Had senior standing
7.4 3. Had the BA or BS degree

5. What is your all-college grade point average?
(Scale: A=4, B=3, C=2, D=1, F=0)

.2 1. Below 2.0
28.0 2. 2.0 – 2.5
39.6 3. 2.5 – 3.0
24.6 4. 3.0 – 3.5
6.2 5. Above 3.5

6. How old were you at the beginning of this student teaching assignment (contact)?

20.8 1. 21 years or under
19.2 2. 21 to 21½ years
15.3 3. 21½ to 22 years
25.4 4. 22 to 23 years
18.0 5. Over 23 years

7. How many times have you student taught including the current assignment (contact)?

85.7 1. One 14.0 2. Two 1.9 3. Three

8. In this assignment (contact), how much time were you scheduled in student teaching?

51.5 1. Full-time
13.6 2. Full-time except was also enrolled in a non-student teaching credit course
29.1 3. Half-days
4.0 4. Less than half-days

9. In this assignment (contact), how were you placed?

82.4 1. With a single supervising teacher
4.2 2. In a team-teaching situation (two or more team members)
8.1 3. With two or three different teachers (but not team-teaching)
1.5 4. In a flexible cluster arrangement
.8 5. In a campus laboratory school
1.6 6. In a special program or project different from any of the above

10. How many weeks long is your current assignment (contact)?

.1 1. 5 weeks or less
1.2 2. 6 or 7 weeks
13.6 3. 8 or 9 weeks
18.3 4. 10 or 11 weeks
22.5 5. 12 to 14 weeks
42.4 6. More than 14 weeks

11. What is your primary current student teaching assignment (contact)?

18.9 1. Grades K, 1, 2
11.6 2. Grades 3, 4
9.7 3. Grades 5, 6
3.7 4. All elementary grades
1.5 5. Middle School
16.7 6. Junior High School
34.0 7. Senior High School
1.7 8. All grades K - 12

12. To what subject area or teaching field were you primarily assigned for student teaching (check one answer only from item 12 and 13)

32.8 1. All elementary subjects (K-5 or K-6)
3.7 2. Art
4.4 3. Business Education
10.6 4. English
3.4 5. Elementary departmental or block program
2.7 6. Elementary ungraded program
2.9 7. Foreign language
2.4 8. Home Economics
4.8 9. Mathematics
3.7 10. Music

13.
2.0 1. Physical Education (Elementary)
5.1 2. Physical Education (Secondary)
4.0 3. Science (Biology, Chemistry, Physics)
1.5 4. Science (General, Natural, Earth)
12.2 5. Social Studies (including History)
2.9 6. Social Science – English combination
2.9 7. Special Education
2.0 8. Speech
2.3 9. Vocational or Industrial Arts Education
4.8 10. Other

QUESTIONS 14 THROUGH 18 deal with any changes in individualized instruction provided for the pupils which may have resulted from your presence.

14. To what extent did **you** work with (e.g., instruct, counsel, tutor) individual pupils?

33.6 1. A great deal
39.7 2. To some extent
21.9 3. A little bit
3.3 4. Not at all

15. To what extent did **your supervising teacher** work with individual pupils as compared to when he does not have a student teacher?

8.1 1. Much more than usual
17.2 2. Somewhat more than usual
33.0 3. About the same as usual
10.6 4. Somewhat less than usual
10.8 5. Much less than usual
18.3 6. Don't know

16. To what extent was individual help or counseling provided the pupils during non-class hours as compared to what would have been possible if you had not been present?

6.1 1. Much more than usual
17.5 2. Somewhat more than usual
42.5 3. About the same as usual
1.7 4. Somewhat less than usual
1.1 5. Much less than usual
25.0 6. Don't know

17. To what extent did conferring with you take time of the teacher so he had less time for individual work with pupils?

.8 1. Frequently
6.4 2. Sometimes
37.7 3. Seldom
49.4 4. Never
4.2 5. Don't know

18. To what extent did planning with you take the time of the teacher so he had less time for individual work with pupils?

.4 1. Frequently
4.7 2. Sometimes
31.2 3. Seldom
58.6 4. Never
3.4 5. Don't know

19. To what extent was re-teaching necessary after you taught?

1.2 1. Frequently
9.9 2. Sometimes
27.3 3. Seldom
43.7 4. Never
16.0 5. Don't know

QUESTIONS 20 THROUGH 28

To what extent were any of the following instructional activities for the pupils in your supervising teachers assigned classes changed because of your presence?

20. Amount of small group instruction.

13.4 1. Much more
28.8 2. Somewhat more
46.9 3. No change
1.3 4. Somewhat less
.5 5. Much less
7.6 6. Don't know

21. Provision for make-up work.

5.7 1. Much greater
22.7 2. Somewhat greater
58.6 3. No change
1.3 4. Somewhat less
.6 5. Much less
9.4 6. Don't know

22. Follow-up of exams.

4.7 1. Much better
18.6 2. Somewhat better
56.0 3. No change
1.5 4. Somewhat poorer
.6 5. Much poorer
16.0 6. Don't know

23. Individual attention to, or tutoring of, pupils.

18.7 1. Much more
41.3 2. Somewhat more
30.0 3. No change
1.4 4. Somewhat less
.5 5. Much less
6.7 6. Don't know

24. Supervision of study periods.

8.3 1. Much better
16.8 2. Somewhat better
33.1 3. No change
3.2 4. Somewhat poorer
.5 5. Much poorer
27.4 6. Does not apply
7.9 7. Don't know

25. Supervision of playgrounds, hallways, etc.

4.5	1.	Much better	.5	5.	Much poorer
13.5	2.	Somewhat better	28.8	6.	Does not apply
42.4	3.	No change	6.8	7.	Don't know
1.2	4.	Somewhat poorer			

26. Amount of material covered.

4.9	1.	Much more	9.3	4.	Somewhat less
25.0	2.	Somewhat more	.4	5.	Much less
47.2	3.	No change	11.5	6.	Don't know

27. Discipline.

2.9	1.	Much better	23.8	4.	Somewhat poorer
12.8	2.	Somewhat better	1.9	5.	Much poorer
47.9	3.	No change	8.9	6.	Don't know

28. Motivation of pupils.

6.9	1.	Much better	5.7	4.	Somewhat poorer
33.1	2.	Somewhat better	.4	5.	Much poorer
35.7	3.	No change	16.0	6.	Don't know

QUESTIONS 29 THROUGH 33 deal with the contributions you may have made to the school program. Did you make any specific contributions to the school, pupils, or teachers, such as:

29. Supervise youth groups in meetings, programs, trips, tours, etc.?

6.4	1.	Often	29.5	2.	Sometimes	62.8	3.	No

30. Give talks to parent's group?

.8	1.	Often	14.5	2.	Sometimes	83.2	3.	No

31. Perform recess, lunch, gymnasium, playground, or hall duty?

21.4	1.	Often	26.3	2.	Sometimes	50.7	3.	No

32. Did you bring, develop, provide, or suggest any new or different instructional materials?

11.8	1.	A great many	9.3	3.	No
67.1	2.	Some	10.4	4.	I am not sure

33. Did you suggest or provide any other kinds of aid or ideas?

9.9	1.	A great many	7.0	3.	No
72.6	2.	Some	9.2	4.	I am not sure

34. How do you feel your contributions (32 and 33) were received?

81.6	1.	They were used	4.8	3.	I was discouraged from making such contributions
2.9	2.	Thev were not used	8.1	4.	I really did not have much to offer

35. How many hours per week on the average did you teach your supervising teacher's assigned classes?

1.0	1.	Less than an hour a week	30.0	4.	Eleven to fifteen hours per week
7.9	2.	One to five hours per week	18.9	5.	Sixteen to twenty hours per week
24.3	3.	Six to ten hours per week	16.1	6.	More than twenty hours per week

36. How many hours per week on the average was your supervising teacher able to be away from the classroom while you were teaching his assigned classes?

6.8 1. Less than 1
22.6 2. 1 – 5
28.4 3. 6 – 10
19.9 4. 11 – 15
12.0 5. 16 – 20
8.0 6. More than 20

QUESTION 37 THROUGH 44

To what extent did your supervising teacher engage in any of the following additional activities during the time you were teaching his assigned classes?

37. Visitation in other classrooms or schools.

3.9 1. A great deal
28.5 2. To some extent
44.4 3. Not at all
21.8 4. Don't know

38. Committee work in the school with pupils and/or staff.

13.5 1. A great deal
37.0 2. To some extent
24.8 3. Not at all
23.3 4. Don't know

39. Research.

7.9 1. A great deal
35.4 2. To some extent
22.1 3. Not at all
33.3 4. Don't know

40. Professional reading or writing.

7.7 1. A great deal
31.3 2. To some extent
21.5 3. Not at all
38.1 4. Don't know

41. Work with staff of school or department.

16.8 1. A great deal
42.9 2. To some extent
15.0 3. Not at all
23.7 4. Don't know

42. Participating in supervising teacher seminars or other in-service activities dealing with student teaching.

8.9 1. A great deal
32.5 2. To some extent
33.3 3. Not at all
23.7 4. Don't know

43. Assisting the principal or other teachers.

10.0 1. A great deal
39.0 2. To some extent
21.6 3. Not at all
27.9 4. Don't know

44. Social or recreational activities.

8.0 1. A great deal
26.5 2. To some extent
30.0 3. Not at all
34.0 4. Don't know

QUESTION 45 THROUGH 49

To what extent did you relieve other regular staff members who did not have student teachers of the following activities?

45. Teaching.

4.2 1. Many times
29.1 2. Once or a few times
65.3 3. Not at all

46. Chaperoning.

2.1 1. Many times 21.2 2. Once or a few times 75.1 3. Not at all

47. Supervision of lunch duty.

4.1 1. Many times 7.1 2. Once or a few times 87.4 3. Not at all

48. Supervision of study hall.

4.9 1. Many times 8.5 2. Once or a few times 84.7 3. Not at all

49. Supervision of playground.

10.1 1. Many times 11.8 2. Once or a few times 76.5 3. Not at all

QUESTION 50 THROUGH 53

To what extent were other staff members able to engage in any of the following activities because of your presence in the building?

50. Visitation in other classrooms or schools.

1.5 1. Many times
12.0 2. To some extent
52.6 3. Not at all
32.1 4. Don't know

51. Committee work in the school.

1.3 1. A great deal
10.9 2. To some extent
49.0 3. Not at all
37.4 4. Don't know

52. Research.

1.0 1. A great deal
8.2 2. To some extent
48.7 3. Not at all
40.4 4. Don't know

53. Professional reading or writing.

.8 1. A great deal
7.4 2. To some extent
47.8 3. Not at all
42.3 4. Don't know

54. How many hours per week on the average do you estimate you spent in the physical presence (close enough to see or talk with) of your supervising teacher?

17.6 1. Less than 10
26.6 2. 10 to 15
15.7 3. 16 to 20
11.1 4. 21 to 25
9.8 5. 26 to 30
7.5 6. 31 to 35
6.7 7. 36 to 40
3.0 8. More than 40

55. How did your presence as a student teacher affect the average number of hours per week your supervising teacher spent at school as compared to when he does not have a student teacher?

.6 1. Added more than six hours per week.
1.0 2. Added three to six hours per week.
2.8 3. Added one to three hours per week.
3.1 4. Added up to one hour per week.
60.6 5. Had no effect.
3.5 6. Reduced by up to one hour per week.
4.2 7. Reduced by one to three hours per week.
2.1 8. Reduced by three to six hours per week.
1.4 9. Reduced by more than six hours per week.
18.8 10. I am unable to judge.

56. How did your presence affect the average number of hours per week your supervising teacher worked on job related activities away from school?

2.4	1.	Added more than six hours per week.	1.4	6.	Reduced by up to one hour per week.
2.4	2.	Added three to six hours per week.	3.5	7.	Reduced by one to three hours per week.
4.3	3.	Added one to three hours per week.	2.4	8.	Reduced by three to six hours per week.
3.3	4.	Added up to one hour per week.	1.6	9.	Reduced by more than six hours per week.
36.0	5.	Had no effect.	39.7	10.	I am unable to judge.

QUESTION 57 THROUGH 60

To what extent was the time your supervising teacher spent on the following activities changed because of your presence?

57. Teaching

.6	1.	Increased a great deal	34.6	4.	Reduced to some extent
2.1	2.	Increased to some extent	51.3	5.	Reduced a great deal
6.6	3.	Remained about the same	3.3	6.	Don't know

58. Lesson Planning

1.5	1.	Increased a great deal	33.7	4.	Reduced to some extent
4.7	2.	Increased to some extent	31.4	5.	Reduced a great deal
20.6	3.	Remained about the same	6.1	6.	Don't know

59. Paper grading

1.2	1.	Increased a great deal	33.1	4.	Reduced to some extent
2.5	2.	Increased to some extent	41.8	5.	Reduced a great deal
13.8	3.	Remained about the same	5.8	6.	Don't know

60. Help to individual students

9.3	1.	Increased a great deal	15.0	4.	Reduced to some extent
29.0	2.	Increased to some extent	8.4	5.	Reduced a great deal
28.7	3.	Remained about the same	8.0	6.	Don't know

QUESTION 61 THROUGH 68

To what extent did your supervising teacher engage in the following activities because of your presence?

61. Planning with you

5.6	1.	A great many extra hours	25.4	3.	No extra hours
67.6	2.	Some extra hours			

62. Evaluating your progress and activities

6.2	1.	A great many extra hours	18.6	3.	No extra hours
73.6	2.	Some extra hours			

63. Holding casual and/or personal conversations not really a part of student teaching.

13.9	1.	A great many extra hours	19.6	3.	No extra hours
65.0	2.	Some extra hours			

64. Fulfilling social obligations resulting from your presence

1.7	1.	A great many extra hours	37.2	3.	No extra hours
25.1	2.	Some extra hours	34.5	4.	Don't know

65. Finding housing for you

.1 1. A great many extra hours
1.0 2. Some extra hours
91.0 3. No extra hours
5.6 4. Don't know

66. Preparing additional reports

1.4 1. A great many extra hours
27.5 2. Some extra hours
27.8 3. No extra hours
21.8 4. Don't know

67. Making additional preparations for teaching

1.7 1. A great many extra hours
19.4 2. Some extra hours
58.4 3. No extra hours
18.9 4. Don't know

68. Holding telephone conversations or other conferences with you

2.5 1. A great many extra hours
24.9 2. Some extra hours
48.4 3. No extra hours
2.7 4. Don't know

69. How many times per week on the average did you have contact with your supervising teacher outside of regular working hours at school? (Telephone, conferences, social engagements, etc.)

67.5 1. Less than one
22.7 2. One to three
5.8 3. Four to six
.9 4. Seven to nine
1.4 5. Ten or more

70. How many days during student teaching did you handle classes for your supervising teacher while he was away for reasons other than student teaching business (professional work, request of principal or other people, personal or private affairs outside of school) in which a substitute teacher would have had to be hired if you had not been there?

39.6 1. None
10.5 2. Less than one
34.3 3. One to three
9.8 4. Four to seven
1.6 5. Eight to ten
2.5 6. More than ten

71. During student teaching how many days did you handle classes for any teacher(s) other than your supervising teacher, while that teacher was away from class?

72.8 1. None
14.6 2. One or less
8.0 3. Two to four
1.9 4. Five to seven
.6 5. Eight to ten
.7 6. More than ten

72. How many hours do you estimate you spent doing volunteer work in the community where you were assigned for student teaching (youth groups, home service, church work and the like) during your student teaching period?

81.8 1. None at all
10.8 2. One to five hours
3.0 3. Six to fifteen hours
1.4 4. Sixteen to thirty hours
1.5 5. More than thirty hours

73. What effect do you feel working with student teachers has had on the performance of your supervising teacher?

4.5 1. Has made him a much more effective teacher
31.7 2. Has made him a more effective teacher
23.6 3. Has had no effect on his teaching
.8 4. Has made him a less effective teacher
.3 5. Has made him a much less effective teacher
37.2 6. I am unable to judge

74. What do you think should be the attitude of the administration and teachers in the school to which you were assigned about working with student teachers?

15.9 1. Should aggressively seek student teachers
45.1 2. Should seek student teachers
25.2 3. Should accept student teachers if asked
1.2 4. Should resist having student teachers in the school
.6 5. Should refuse to have student teachers in the school
10.4 6. I am unable to judge

75. What recommendation would you give your friends about accepting a student teaching assignment in the same school with the same supervising teacher (or in the same project)?

61.5 1. Accept with enthusiasm
20.5 2. Accept
7.5 3. Be neutral
6.3 4. Try for a different assignment
2.6 5. Reject the assignment

76. How many times has the university coordinator or supervisor of student teaching been in your school during your student teaching contact?

2.3 1. Not at all
23.9 2. 1 to 2 times
37.0 3. 3 to 4 times
12.4 4. 5 to 6 times
5.4 5. 7 to 8 times
4.4 6. 9 to 10 times
2.1 7. 11 to 12 times
2.3 8. 13 to 15 times
8.3 9. 16 times or more

77. How much help has the university coordinator (supervisor) provided you?

46.4 1. All the help I felt was necessary
16.1 2. Most of the help I felt was needed
19.3 3. Some of the help I felt I needed
6.6 4. Little of the help I felt was needed
9.9 5. No help at all

78. To what extent have your supervising teacher and/or other school personnel been helpful to you on matters not directly concerned with student teaching?

40.4 1. They have gone out of their way to be helpful
33.4 2. They have helped when asked
3.8 3. They have not helped
20.4 4. No such help was needed

79. Would you accept a teaching position if offered for next year in the building or system in which you did your student teaching?

59.8 1. Yes
5.4 2. No, because I intend to go to graduate school
21.3 3. No, because I plan to live in another geographic area
5.0 4. No, for personal reasons
5.3 5. No, for professional reasons
1.1 6. No, because I have decided not to teach

80 Why were you assigned to this particular student teaching station?

52.0 1. I requested this school or area.
9.3 2. I requested this kind of program or project.
22.0 3. I had no particular preference and was placed in this assignment by my college or university.
12.7 4. I really preferred a different assignment but was placed in this one by my college or university.
2.2 5. I was required to accept this assignment even though I expressed a strong preference for a different one.

TEACHER QUESTIONNAIRE

1. Which of the following are you now?

.8 1. A single student teacher
1.1 2. A married student teacher
90.9 3. A supervising (cooperating, sponsoring) teacher
5.8 4. A supervising teacher but with a part-time administrative assignment in addition to teaching
.3 5. A school administrator

2. What is your sex?

34.9 1. Male 64.1 2. Female

3. Which statement below best describes the community in which you teach?

20.7 1. Large central city (e.g., Detroit, Grand Rapids)
21.4 2. Large suburban community (e.g., Livonia, Flint Carmen)
14.1 3. Small suburban community (e.g., Okemos, Essexville)
17.9 4. Medium sized city (e.g., Battle Creek, Kalamazoo)
24.5 5. Small city or rural area (e.g., Niles, Ithaca)

4. How many years of teaching have you completed including this year?

8.6 1. Three or less years
25.2 2. Four to seven years
24.4 3. Eight to twelve years
40.8 4. More than twelve years

5. How many different colleges or universities have been represented by the student teachers with whom you have worked?

56.9 1. Only one
24.8 2. Two
10.6 3. Three
5.7 4. Four to six
.8 5. More than six

6. With how many student teachers have you worked in the last 5 years? (Include your current student teacher)

27.0 1. One
17.7 2. Two
13.9 3. Three
10.3 4. Four
8.8 5. Five
14.3 6. Six to ten
6.8 7. More than ten

7. How well do you feel your present student teacher was prepared to enter student teaching?

14.1 1. Extremely well prepared
36.1 2. Well prepared
33.0 3. Adequately prepared
13.0 4. Minimally prepared
2.6 5. Inadequately prepared

8. In this assignment (contact), how was your student teacher scheduled in student teaching?

50.8 1. Full-time
13.6 2. Full-time except he was also enrolled in a non-student teaching credit course
29.4 3. Half-days
4.5 4. Less than half-days

9. In this assignment (contact) how was your student teacher placed?

80.6 1. With you as the single supervising teacher.
4.8 2. In a team-teaching situation (two or more team members).
10.0 3. With two or three different teachers (but not team-teaching).
1.4 4. In a flexible cluster arrangement.
.8 5. In a campus laboratory school.
1.3 6. In a special program or project different from any of the above.

10. How many weeks is your student teacher scheduled in this assignment (contact)?

.6 1. 5 weeks or less
1.6 2. 6 or 7 weeks
12.7 3. 8 or 9 weeks
20.1 4. 10 or 11 weeks
29.0 5. 12 to 14 weeks
33.8 6. More than 14 weeks

11. What is your own current teaching assignment?

18.4 1. Grades K, 1, 2
11.5 2. Grades 3, 4
9.4 3. Grades 5, 6
3.9 4. All elementary grades
1.3 5. Middle School
16.8 6. Junior High School
35.0 7. Senior High School
1.1 8. All grades K - 12

12. To what subject area or teaching field are you primarily assigned? (Check one answer only from item 12 and 13.)

32.6 1. All elementary subjects K-5 or K-6
3.4 2. Art
4.3 3. Business Education
10.2 4. English
3.3 5. Elementary departmental or block program
3.3 6. Elementary ungraded program
2.8 7. Foreign Language
2.5 8. Home Economics
4.9 9. Mathematics
2.8 10. Music

13.
1.6 1. Physical Education (Elementary)
4.8 2. Physical Education (Secondary)
3.8 3. Science (Biology, Chemistry, Physics)
1.3 4. Science (General, Natural, Earth)
12.3 5. Social Studies (including History)
2.3 6. Social Science – English combination
2.4 7. Special Education
1.7 8. Speech
2.8 9. Vocational or Industrial Arts Education
4.1 10. Other

QUESTIONS 14 THROUGH 18 deal with any changes in individualized instruction for the pupils which may have resulted from your student teacher's presence.

14. To what extent did your **student teacher** work with (instruct, counsel, tutor) individual pupils?

27.2 1. A great deal
42.7 2. To some extent
24.6 3. A little bit
4.0 4. Not at all

15. To what extent did **you** work with individual pupils as compared to when you do not have a student teacher?

16.9 1. Much more than usual
35.9 2. Somewhat more than usual
30.1 3. About the same as usual
11.1 4. Somewhat less than usual
4.7 5. Much less than usual

16. To what extent was individual help or counseling provided your pupils during non-class hours as compared to what would have been possible if you had not had a student teacher?

9.4 1. Much more than usual
29.1 2. Somewhat more than usual
54.4 3. About the same as usual
3.9 4. Somewhat less than usual
1.1 5. Much less than usual

17. To what extent did conferring with your student teacher take your time so you had less time for individual work with pupils?

4.2 1. Frequently
21.6 2. Sometimes
43.9 3. Seldom
29.0 4. Never

18. To what extent did planning with your student teacher take your time so that you had less time for individual work with pupils?

3.9 1. Frequently
19.6 2. Sometimes
41.7 3. Seldom
32.9 4. Never

19. To what extent was re-teaching necessary after the student teacher taught?

2.8 1. Frequently
25.2 2. Sometimes
42.6 3. Seldom
27.2 4. Never

QUESTION 20 THROUGH 28

To what extent were any of the following instructional activities for your pupils changed because of your student teacher's presence?

20. Amount of small group instruction.

15.4 1. Much more
38.6 2. Somewhat more
40.2 3. No change
4.0 4. Somewhat less
.5 5. Much less

21. Provision for make-up work

10.1 1. Much greater
33.7 2. Somewhat greater
51.1 3. No change
2.4 4. Somewhat less
.5 5. Much less

22. Follow-up of exams

8.5 1. Much better
26.6 2. Somewhat better
56.4 3. No change
3.5 4. Somewhat poorer
.3 5. Much poorer

23. Individual attention to, or tutoring of, pupils

18.5 1. Much more
52.4 2. Somewhat more
23.4 3. No change
3.5 4. Somewhat less
.5 5. Much less

24. Supervision of study periods

11.0 1. Much better
19.6 2. Somewhat better
34.9 3. No change
4.6 4. Somewhat poorer
.8 5. Much poorer
25.5 6. Does not apply

25. Supervision of playgrounds, hallways, etc.

7.9 1. Much better
15.9 2. Somewhat better
39.4 3. No change
3.2 4. Somewhat poorer
.8 5. Much poorer
30.3 6. Does not apply

26. Amount of material covered

5.3 1. Much more
22.7 2. Somewhat more
46.8 3. No change
22.1 4. Somewhat less
1.5 5. Much less

27. Discipline

1.9 1. Much better
8.0 2. Somewhat better
45.3 3. No change
39.1 4. Somewhat poorer
4.2 5. Much poorer

28. Motivation of pupils

5.3 1. Much better
29.1 2. Somewhat better
41.9 3. No change
19.9 4. Somewhat poorer
1.8 5. Much poorer

QUESTIONS 29 THROUGH 31 deal with the contributions your student teacher may have made to the school program. Did your student teacher make any specific contributions to the school, pupils, or teachers, such as

29. Supervise youth groups in meetings, programs, trips, tours, etc.?

4.9 1. Often
30.7 2. Sometimes
59.4 3. No
3.2 4. Don't know

30. Give talk to parent's group?

.6 1. Often
10.0 2. Sometimes
85.2 3. No
2.3 4. Don't know

31. Perform recess, lunch, gymnasium, playground or hall duty?

16.0 1. Often
28.7 2. Sometimes
51.7 3. No
1.6 4. Don't know

32. Did your student teacher bring, develop, provide, or suggest any new or different instructional materials?

12.4 1. A great many
63.4 2. Some
22.9 3. No

33. Did your student teacher suggest or provide any other kinds of aid or ideas?

9.8 1. A great many
66.9 2. Some
21.9 3. No

34. What use were you able to make of the contributions (32 & 33) of your student teacher?

71.2 1. I used them.
7.0 2. I did not use them.
.5 3. I had to discourage him from contributing too freely.
17.5 4. My student teacher really did not have much to offer.

35. How many hours per week on the average did your student teacher teach your assigned classes?

.7 1. Less than an hour a week.
13.7 2. One to five hours per week.
31.9 3. Six to ten hours per week.
30.5 4. Eleven to fifteen hours per week.
14.9 5. Sixteen to twenty hours per week.
6.5 6. More than twenty hours per week.

36. How many hours per week on the average were you able to be away from the classroom while your student teacher was teaching your assigned classes?

12.8 1. Less than one
45.6 2. 1 – 5
26.5 3. 6 – 10
9.3 4. 11 – 15
2.7 5. 16 – 20
1.2 6. More than 20

To what extent did you engage in any of the following additional activities during the time your student teacher was teaching?

37. Visitation in other classrooms or schools.

3.2 1. A great deal 40.6 2. To some extent 54.8 3. Not at all

38. Committee work in the school with pupils and/or staff.

9.1 1. A great deal 48.5 2. To some extent 41.0 3. Not at all

39. Research.

11.9 1. A great deal 57.6 2. To some extent 29.0 3. Not at all

40. Professional reading or writing

12.6 1. A great deal 62.8 2. To some extent 23.1 3. Not at all

41. Work with staff of school or department

14.6 1. A great deal 57.5 2. To some extent 26.2 3. Not at all

42. Participating in supervising teacher seminars or other in-service activities dealing with student teaching.

4.5 1. A great deal 38.8 2. To some extent 55.0 3. Not at all

43. Assisting the principal or other teachers

7.7 1. A great deal 55.1 2. To some extent 35.5 3. Not at all

44. Social or recreational activities

1.9 1. A great deal 30.2 2. To some extent 66.0 3. Not at all

QUESTION 45 THROUGH 49

To what extent did your student teacher relieve other regular staff members who did not have student teachers of the following activities?

45. Teaching

3.7 1. Many times
25.2 2. Once or a few times
67.0 3. Not at all
2.6 4. Don't know

46. Chaperoning

2.0 1. Many times
18.8 2. Once or a few times
73.9 3. Not at all
3.7 4. Don't know

47. Supervision of lunch duty

3.7 1. Many times
6.0 2. Once or a few times
86.2 3. Not at all
2.1 4. Don't know

48. Supervision of study hall

4.2 1. Many times
7.3 2. Once or a few times
83.1 3. Not at all
2.6 4. Don't know

49. Supervision of playground

9.6 1. Many times
11.5 2. Once or a few times
74.3 3. Not at all
2.3 4. Don't know

QUESTION 50 THROUGH 53

To what extent were other staff members able to engage in any of the following activities because of the presence of student teachers in the building?

50. Visitation in other classrooms or schools

1.9 1. Many times
23.5 2. To some extent
51.3 3. Not at all
21.4 4. Don't know

51. Committee work in the school

1.5 1. A great deal
23.3 2. To some extent
52.2 3. Not at all
21.0 4. Don't know

52. Research

2.0 1. A great deal
20.5 2. To some extent
49.0 3. Not at all
26.5 4. Don't know

53. Professional reading or writing

2.2 1. A great deal
21.6 2. To some extent
45.6 3. Not at all
28.6 4. Don't know

54. How many hours per week on the average do you estimate you spent in the physical presence (close enough to see or talk with) of your student teacher?

10.3 1. Less than 10
29.9 2. 10 to 15
19.6 3. 16 to 20
14.0 4. 21 to 25
11.5 5. 26 to 30
6.9 6. 31 to 35
4.0 7. 36 to 40
1.6 8. More than 40

55. How did the presence of a student teacher affect the average number of hours per week you spent at school as compared to when you do not have a student teacher?

1.7 1. Added more than six hours per week
6.0 2. Added three to six hours per week
13.7 3. Added one to three hours per week
6.3 4. Added up to one extra hour per week
63.5 5. Had no effect
3.1 6. Reduced by up to one hour per week
3.2 7. Reduced by one to three hours per week
.8 8. Reduced by three to six hours per week
.1 9. Reduced more than six hours per week

56. How did your student teacher's presence affect the average number of hours per week you worked on job-related activities away from school?

1.8 1. Added more than six hours per week
4.2 2. Added three to six hours per week
9.9 3. Added one to three hours per week
6.7 4. Added up to one hour per week
56.2 5. Had no effect
4.7 6. Reduced by up to one hour per week
10.0 7. Reduced by one to three hours per week
3.7 8. Reduced by three to six hours per week
.9 9. Reduced more than six hours per week

QUESTION 57 THROUGH 60

To what extent was the time you spent on any of the following activities changed because of your student teacher's presence?

57. Teaching

1.5 1. Increased a great deal
8.0 2. Increased to some extent
15.6 3. Remained about the same
50.4 4. Reduced to some extent
23.2 5. Reduced a great deal

58. Lesson Planning

5.2 1. Increased a great deal
23.2 2. Increased to some extent
32.7 3. Remained about the same
29.3 4. Reduced to some extent
8.1 5. Reduced a great deal

59. Paper Grading

2.3 1. Increased a great deal
4.8 2. Increased to some extent
24.1 3. Remained about the same
46.8 4. Reduced to some extent
19.0 5. Reduced a great deal

60. Help to individual students

15.7 1. Increased a great deal
45.0 2. Increased to some extent
25.4 3. Remained about the same
10.5 4. Reduced to some extent
1.7 5. Reduced a great deal

QUESTION 61 THROUGH 69

To what extent did you engage in the following activities because of the presence of the student teacher?

61. Planning with or for your student teacher

10.4 1. A great many extra hours
78.8 2. Some extra hours
9.5 3. No extra hours

62. Evaluating your student teacher's progress or activities

6.0 1. A great many extra hours
84.3 2. Some extra hours
8.1 3. No extra hours

63. Holding casual and/or personal conversations not really a part of student teaching.

6.7 1. A great many extra hours
73.6 2. Some extra hours
18.2 3. No extra hours

64. Fulfilling the social obligations resulting from your student teacher's presence.

.8 1. A great many extra hours
35.9 2. Some extra hours
60.9 3. No extra hours

65. Finding housing for your student teacher.

.3 1. A great many extra hours
1.2 2. Some extra hours
96.5 3. No extra hours

66. Preparing additional reports.

1.9 1. A great many extra hours
75.7 2. Some extra hours
21.1 3. No extra hours

67. Making additional preparation for teaching.

3.2 1. A great many extra hours
50.9 2. Some extra hours
44.3 3. No extra hours

68. Holding telephone conversations or other conferences with your student teacher.

3.0 1. A great many extra hours
50.1 2. Some extra hours
45.3 3. No extra hours

69. How many times per week on the average did you have contact with your student teacher outside of regular working hours at school? (Telephone, conferences, social engagements, etc.)

64.4 1. Less than one
26.1 2. One to three
5.9 3. Four to six
.7 4. Seven to nine
1.3 5. Ten or more

70. How many days during student teaching did your student teacher handle classes for you while you were away for reasons other than student teaching business (professional work, request of principal or other people, personal or private affairs outside of school) in which a substitute would have had to be hired if the student teacher had not been there?

52.4 1. None
12.1 2. Less than one
24.6 3. One to three
5.5 4. Four to seven
.9 5. Eight to ten
.8 6. More than ten

71. During student teaching how many days did your student teacher handle classes for any teacher other than yourself while that teacher was away from his class?

77.2 1. None
12.0 2. One or less
6.9 3. Two to four
1.1 4. Five to seven
.3 5. Eight to ten
.6 6. More than ten

72. How many hours do you estimate your student teacher spent doing volunteer work in the community where he was assigned for student teaching (youth groups, home service, church work and the like) during his student teaching period?

80.6 1. None at all
11.5 2. One to five hours
2.6 3. Six to fifteen hours
.8 4. Sixteen to thirty hours
1.0 5. More than thirty hours

73. What effect do you feel working with student teachers has had on your own teaching performance?

10.9 1. Has made me a much more effective teacher
67.3 2. Has made me a more effective teacher
19.1 3. Has had no effect on my teaching
1.0 4. Has made me a less effective teacher
.0 5. Has made me a much less effective teacher

74. What do you think should be the attitude of the administrators and teachers in your school about working with student teachers?

14.1 1. Should aggressively seek student teachers
36.0 2. Should seek student teachers
47.7 3. Should accept student teachers
.4 4. Should resist having student teachers in the school
.0 5. Should refuse to have student teachers in the school

75. If you were starting over, would you accept another student teacher with similar credentials from the same institution under the same general circumstances?

44.9 1. I would accept with enthusiasm
41.1 2. I would accept
6.3 3. I feel neutral about it
4.5 4. I would probably decline
1.8 5. I would refuse

76. How many times has the university coordinator or supervisor of student teaching been in your school during this student teaching contact?

1.3 1. Not at all
18.9 2. One to two times
37.0 3. Three to four times
15.3 4. Five to six times
6.9 5. Seven to eight times
4.7 6. Nine to ten times
2.7 7. Eleven to twelve times
3.0 8. Thirteen to fifteen times
9.0 9. Sixteen or more times

77. How much help has the university coordinator (supervisor) provided you?

53.1 1. All the help I felt was necessary
16.0 2. Most of the help I felt was needed
12.3 3. Some of the help I felt I needed
4.7 4. Little of the help I felt was needed.
11.9 5. No help at all

78. Has the university coordinator been helpful to you with any matters not directly concerned with student teaching?

15.5 1. He has gone out of his way to be helpful
24.3 2. He has helped when asked
4.3 3. He has not helped
53.7 4. No such help was needed

79. Would you want your student to teach in your building or system next year?

75.6 1. Yes
15.1 2. No, but would recommend him in a different system or building
6.9 3. No

80. Why was this student teacher assigned to you?

54.3 1. I volunteered since I feel a professional obligation to help prepare future teachers.
1.0 2. I volunteered but only because I felt pressure from an administrator to do so.
10.7 3. I volunteered because I thought a student teacher would be helpful to me in performing my school duties.
31.3 4. I did not volunteer but was requested by an administrator to take the student teacher.
.1 5. I was forced to work with the student teacher against my will.

ADMINISTRATOR QUESTIONNAIRE

1. Which of the following are you now?

.1 1. A single student teacher
0 2. A married student teacher
.4 3. A supervising (cooperating, sponsoring) teacher
1.0 4. A supervising teacher but with a part-time administrative assignment in addition to teaching
16.8 5. A single school administrator
80.9 6. A married school administrator

2. What is your sex?

73.3 1. Male
26.0 2. Female

3. What is your present administrative assignment?

54.4 1. Building Principal - elementary school
2.8 2. Building Principal - middle school
14.0 3. Building Principal - junior high school
2.9 4. Building Principal - combined junior-senior high school
16.7 5. Building Principal - senior high school
8.0 6. Other

4. Which statement below best describes the community in which your school is located?

19.9 1. Large central city (e.g., Detroit, Grand Rapids)
25.0 2. Large suburban community (e.g., Livonia, Flint Carmen)
19.0 3. Small suburban community (e.g., Okemos, Essexville)
12.6 4. Medium sized city (e.g., Battle Creek, Kalamazoo)
22.6 5. Small city or rural area (e.g., Niles, Ithaca)

5. For how many years have you been a school administrator?

10.6 1. Two or less
21.6 2. Three to five
23.2 3. Six to nine
13.6 4. Ten to twelve
30.3 5. More than twelve

6. For how many years have you been an administrator in your present building?

27.1 1. Two or less
33.3 2. Three to five
19.1 3. Six to nine
7.8 4. Ten to twelve
11.7 5. More than twelve

7. How many pupils are assigned to your building?

5.5	1.	0 - 300	5.4	6.	1101 - 1300
23.7	2.	301 - 500	3.7	7.	1301 - 1500
27.6	3.	501 - 700	1.7	8.	1501 - 1700
15.7	4.	701 - 900	1.7	9.	1701 - 1900
8.9	5.	901 - 1100	5.4	10.	1901 or more

8. How many teachers are assigned in your building?

3.6	1.	10 or less	5.7	6.	51 to 60
25.3	2.	11 to 20	2.6	7.	61 to 70
39.9	3.	21 to 30	2.2	8.	71 to 80
13.1	4.	31 to 40	1.3	9.	81 to 90
10.8	5.	41 to 50	4.8	10.	91 to more

9. For how many years have student teachers been assigned in the building in which you are presently the administrator?

21.0	1.	Three or less	13.7	4.	Ten to twelve
21.7	2.	Four to six	6.1	5.	Thirteen to fifteen
16.8	3.	Seven to nine	18.3	6.	More than fifteen

10. How many student teachers are assigned to your building at the present time?

25.9	1.	One	4.4	6.	Six
20.3	2.	Two	3.1	7.	Seven
16.7	3.	Three	2.4	8.	Eight
9.8	4.	Four	1.7	9.	Nine
7.3	5.	Five	6.0	10.	Ten or more

11. What is the optimum number of student teachers you can accommodate in your building each year?

.1	1.	None	4.7	6.	Thirteen to fifteen
17.4	2.	One to three	2.9	7.	Sixteen to eighteen
37.0	3.	Four to six	1.8	8.	Nineteen to twenty-one
15.8	4.	Seven to nine	1.7	9.	Twenty-two to twenty-five
13.9	5.	Ten to twelve	3.4	10.	More than twenty-five

12. How many different colleges or universities have been represented by the student teachers assigned to your building in the last two years?

30.3	1.	One	14.0	4.	Four to six
31.7	2.	Two	1.1	5.	More than six
22.0	3.	Three			

13. How well do you feel the student teacher(s) presently assigned to your building were prepared to enter student teaching?

7.2 1. Extremely well prepared
35.2 2. Very well prepared
45.5 3. Adequately prepared
8.7 4. Minimally prepared
.8 5. Inadequately prepared

14. For what proportion of their time are the majority of the student teachers assigned to your building scheduled by their institution to student teaching?

63.4 1. Full days
32.6 2. Half days
2.0 3. Less than half days

Question 15 through 26 deal with the contributions student teachers may have made to the school program in your building. Use the following code for question 15 through 21:

1. Often
2. Sometimes
3. No
4. Does not apply
5. Don't know

Have student teachers made any specific contributions to the school, pupils, or teachers, such as:

	1	2	3	4	5
15. Supervise youth groups in meetings, programs, trips, tours, etc.?	10.2	64.5	19.3	4.0	.8
16. Give talks to parents group?	1.2	13.6	74.8	7.1	2.1
17. Perform recess, lunch, gymnasium, playground or hall duty?	18.0	41.0	33.9	5.7	.5
18. Chaperone social activities for pupils?	4.4	40.8	36.6	16.3	.8
19. Supervise study halls?	4.1	14.7	39.1	40.1	.8
20. Coach or assist in interscholastic or extracurricular activities?	3.3	32.4	32.0	30.4	.9
21. Assist in handling discipline problems?	13.0	57.2	23.7	2.7	2.3

22. How many new or different instructional materials have student teachers brought, developed, provided, or suggested to the school teachers?

3.7 1. A great many
18.1 2. Quite a few
53.7 3. Some
19.5 4. A very few
3.0 5. None

23. To what extent have student teachers suggested or provided any other kinds of aids or ideas?

8.2 1. Often
64.2 2. Sometimes
23.5 3. Seldom
2.3 4. Never

24. What use have your teachers been able to make of the contributions (22 & 23) of student teachers?

9.8 1. They always use them
79.8 2. They sometimes use them
1.8 3. They do not use them
.3 4. They discourage student teachers from contributing too freely
6.2 5. Student teachers really do not have much to offer

25. How many hours per week on the average do student teachers in your building teach their supervising teachers assigned classes?

.9 1. Less than an hour a week
18.8 2. One to five hours per week
35.7 3. Six to ten hours per week
26.6 4. Eleven to fifteen hours per week
12.4 5. Sixteen to twenty hours per week
3.4 6. More than twenty hours per week

26. How many hours per week on the average are your teachers able to be away from their classroom while student teachers teach their assigned classes?

10.8 1. Less than one
50.0 2. One to five
23.5 3. Six to ten
9.2 4. Eleven to fifteen
3.0 5. Sixteen to twenty
1.0 6. More than twenty

Questions 27 through 39 - To what extent are any of the following instructional activities for pupils changed because of the presence of the student teachers in your building?

27. Amount of small group instruction.

25.9 1. Much more
52.2 2. Somewhat more
20.0 3. No change
.9 4. Somewhat less
.1 5. Much less

28. Provision for make-up work.

14.1 1. Much greater
55.6 2. Somewhat greater
28.6 3. No change
.3 4. Somewhat less
.1 5. Much less

29. Follow-up of exams.

11.6 1. Much better
50.1 2. Somewhat better
36.3 3. No change
.3 4. Somewhat poorer
.1 5. Much poorer

30. Individual counseling of pupils.

19.7 1. Much more
64.0 2. Somewhat more
14.6 3. No change
.5 4. Somewhat less
.1 5. Much less

31. Supervision of study periods.

16.1 1. Much better
34.7 2. Somewhat better
45.4 3. No change
1.0 4. Somewhat poorer
.2 5. Much poorer

32. Supervision of playgrounds, hallways, etc.

6.2 1. Much better
26.0 2. Somewhat better
65.0 3. No change
.9 4. Somewhat poorer
— 5. Much poorer

33. Amount of reteaching necessary.

2.1 1. Much more
28.4 2. Somewhat more
51.9 3. No change
14.0 4. Somewhat less
1.1 5. Much less

34. Discipline.

2.5 1. Much better
17.9 2. Somewhat better
58.3 3. No change
19.9 4. Somewhat poorer
.1 5. Much poorer

35. Motivation of pupils.

6.1 1. Much better
49.3 2. Somewhat better
36.0 3. No change
6.9 4. Somewhat poorer
.2 5. Much poorer

36. Use of audio visual materials

7.4 1. Much more
42.6 2. Somewhat more
46.7 3. No change
2.2 4. Somewhat less
— 5. Much less

37. Use of field trips.

1.7 1. Much more frequent
16.3 2. Somewhat more frequent
79.5 3. No change
1.1 4. Somewhat less frequent
.2 5. Much less frequent

38. Individual instruction or tutoring of pupils.

17.8 1. Much more
69.1 2. Somewhat more
11.2 3. No change
.5 4. Somewhat less
— 5. Much less

39. Overall quality of instruction.

5.7 1. Much better
52.6 2. Somewhat better
32.1 3. No change
7.9 4. Somewhat poorer
.1 5. Much poorer

Questions 40 through 50 - How do you feel the availability of the following university services has influenced the attitude of your staff concerning working with student teachers?

Use the following code for questions 40 through 50:

1. Has had a very positive effect
2. Has had a positive effect
3. Has had no effect
4. Has had a negative effect
5. Has had a very negative effect
6. This service has not been available and would have had no effect if available
7. This service has not been available but would have had a positive effect if available
8. This service has not been available but would have had a very positive effect if available
9. I do not know whether or not this service is available

	1	2	3	4	5	6	7	8	9
40. Tuition free university credit courses.	3.7	11.1	14.4	.2	.1	3.9	26.3	12.9	24.0
41. University library privileges.	3.3	20.9	29.6	—	.2	7.3	11.4	2.6	21.8
42. Faculty identification cards.	1.2	7.6	23.9	.2	.1	13.6	12.9	5.8	32.0
43. Recognition certificate from the University.	2.7	19.2	20.0	.2	.2	10.6	16.0	4.4	23.9
44. Consultant services from the University.	5.4	34.1	15.4	.9	—	2.8	14.3	4.4	19.6
45. Instructional materials from the University.	2.9	29.1	16.1	.1	—	2.2	16.9	6.2	23.9
46. Tickets to university events - athletics, cultural events, etc.	1.5	5.7	13.7	—	—	7.8	25.0	13.4	30.1
47. Hospitalization services.	.7	1.4	14.1	—	.1	23.6	12.5	6.2	37.9
48. Cash stipends to the supervising teacher.	12.0	37.7	16.4	.9	.1	4.7	9.8	8.4	7.5
49. Seminars, workshops or meetings in your school or school area.	4.7	36.2	15.4	.4	—	3.9	16.9	6.4	13.5
50. Seminars, workshops or meetings on the University campus.	3.4	34.0	20.6	1.6	.3	8.5	10.4	2.8	14.8

Question 51 through 56 - To what extent does the presence of a student teacher change the supervising teacher's participation in the following activities:

Use the following code for questions 51 through 56:

1. Much more than usual
2. More than usual
3. No change
4. Less than usual
5. Much less than usual

	1	2	3	4	5
51.	7.2	36.9	53.6	.7	.1
52.	5.2	46.0	46.3	.9	—
53.	1.5	29.6	66.8	.5	—
54.	2.6	45.7	48.8	1.0	.1
55.	7.3	49.3	41.5	.1	.3
56.	5.5	48.0	44.0	.7	.1
	*	*	*	*	*

Use the following code for questions 57 through 60:

1. Very positively
2. Somewhat positively
3. Neutral
4. Somewhat negatively
5. Very negatively

	1	2	3	4	5
57.	18.9	47.6	30.8	1.3	—
58.	15.1	31.2	43.3	8.6	.3
59.	17.5	28.0	51.4	1.4	—
60.	26.0	47.0	21.0	4.5	.2
	*	*	*	*	*

Question 61 through 73 deal with any changes in your own work load because of having student teachers in your building.

61. To what extent has having student teachers in your building affected the average number of hours per week you work?

2.2 1. Added more than six hours per week
13.6 2. Added two to five hours per week
35.7 3. Added one hour or less per week
46.1 4. Made no change
.4 5. Reduced by one hour or less per week
— 6. Reduced by two to five hours per week
.1 7. Reduced by six or more hours per week

Question 62 through 73 - What has been the cause of any change in your own work load brought about by student teachers?

Use the following code for questions 62 through 73:

1. Increased your work load
2. Made no change
3. Decreased your work load
4. Does not apply

1	2	3	4	
47.0	46.2	1.0	4.0	62. Additional reports regarding student teaching or student teachers.
5.7	50.7	1.2	40.3	63. Finding housing and transportation for student teachers.
55.0	37.2	1.6	4.1	64. Counseling student teachers.
49.8	39.5	1.5	7.1	65. Selection of supervising teachers.
62.9	31.5	1.4	2.4	66. Orientation of student teachers.
15.6	73.8	.8	7.9	67. Finding instructional materials.
56.8	37.5	1.3	2.7	68. Counseling supervising teachers.
17.0	74.2	1.2	5.7	69. Communication with parents about activities related to student teachers.
10.4	71.7	4.7	11.2	70. Student teacher's assistance in counseling students.
5.5	73.3	6.4	12.7	71. Student teacher's assistance with routine clerical tasks in the school.
6.0	67.0	16.8	7.9	72. Time of supervising teachers being made available by the student teachers' teaching of classes.
3.9	67.2	12.3	14.5	73. Time of other teachers being made available by student teachers' handling some of their assigned responsibilities.

* * * * * * *

74. To what extent has the university coordinator or supervisor of student teaching been available to you and your staff during the student teacher contact?

26.9 1. Has always been available
31.2 2. Has usually been available
32.2 3. Has been available on call when needed
6.9 4. Has been generally unavailable
1.0 5. Has never been available

75. To what extent do your supervising teachers encourage student teachers to have a variety of experiences outside the assigned classroom?

38.3 1. A great deal
49.0 2. To some extent
9.3 3. To a limited degree
.9 4. Not at all

76. What effect do you feel working with student teachers has had on the teaching performance of your teachers?

14.4 1. Has made them much more effective
73.0 2. Has made them more effective
10.0 3. Has had no effect
.7 4. Has made them less effective
— 5. Has made them much less effective

77. What is the maximum number of student teachers a supervising teacher should have in one year?

37.6 1. One
51.8 2. Two
6.4 3. Three
1.9 4. Four or more

78. Which of the following do you consider to be the most important contribution of supervising teachers to student teachers?

7.7 1. Providing cognitive information in the psychology and sociology of teaching and learning.
57.5 2. Sharing the classroom and pupils to provide teaching experiences for the student teachers.
14.7 3. Providing instruction and experience in lesson planning and methods of teaching.
12.9 4. Providing a climate for developing a wholesome professional attitude.
4.8 5. Providing informal counseling and advice in one-to-one conference sessions.

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